DOCUMENT RESUME

ED 075 359 SP 006 307

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TITLE	Interim Report on CETA.
INSTITUTION	Olivet Nazarene Coll., Kankakee, Ill.
SPONS AGENCY	Kankakee Community Coll., Ill.; Kankakeeland Community Action Program, Kankakee, Ill.
PUB DATE	13 Dec 72
NOTE	20p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Academic Achievement; *Continuation Education; *Dropout Prevention; Dropout Programs; Individual Instruction; *Secondary Education; *Tutorial Programs

ABSTRACT

The Continuing Education by Tutorial Assistance (CETA) program was implemented by Olivet Nazarene College and sponsored by Kankakee Community College, Kankakee, Illinois. The objective of the program was to reach black, high school students who were likely to drop out of school. Evaluation was accomplished by pairing 35 tutees with 35 nontutees. They were matched according to age, sex, socioeconomic background, grade in school, grade-point average, teacher, and high school subject. It was hypothesized that there would be no difference in achievement or affective classroom behavior between the two groups. Each tutor participated in the CETA's three-part lesson plan. The interim conclusions from the program were a) achievement of tutored students would remain the same or increase and b) achievement of nontutored students would remain the same or decrease. Statistics were not available for the affective dimension of the study. (Four tables of statistical data are included along with the CETA Lesson Plan for Tutors.) (BRB)

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Interim Report

on

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SP 006 307

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December 13, 1972

I. Background of CETA

During the second semester of 1972 twenty Olivet Nazarene College students in a general methods of secondary education class volunteered to tutor black St. Anne High School students who lived in the Pembroke area of Kankakee County. These college students, desirous of being active during their training prior to student teaching, tutored a variety of high school subjects to black youth recommended by their high school counselors. These high school students having a history of school failure were identified as potential dropouts; therefore this initial informal project directed itself at curbing the phenomenal dropout rate of black Pembroke students, a Herculean task since the dropout rate had been estimated at about sixty percent.

Lessons were prepared by the college tutors in areas they felt the tutee might have need. Transportation was provided for tutors and tutees by the Kankakeeland Community Action Program. Tutors and tutees traveled from twenty to twenty-five miles to share in the tutorial experience. Attendance of tutor and tutees was amazingly regular.

The lesson plans and general procedures generated during this first experience at tutoring were revised as a result of feedback from tutors, tutees and community leaders.

The principal and counselors of St. Anne High School became interested and supportive of the project from its inception. During the summer of 1972 a program was offered to tutor Pembroke youth who had failed high school subjects during the preceding year for which a student could receive one half credit toward graduation. Seventeen tutees received credit for the summer of tutoring. Tutoring in an unfinished basement twenty-five miles from their

campus, these college students enjoyed the experience and felt they were contributing assistance to people who really needed their help. Effectiveness of the tutorial activity was measured not only by tutee achievement but also by the regularity of attendance.

At this point there was enough feedback on the tutorial process to construct a tutorial model productive of tangible results. Tutorial teaching was approached in a precision method. Tutoring during the first semester of 1972-73 was to take an innovative approach to the process of teaching and learning.

Turned-off by group instruction, control, discouragement, and negative reinforcement Pembroke youth were frequently truant, tardy, suspended, expelled and generally actively destructive. Apparently these youth were reacting perfectly consistent with what many sociologists and psychologists would expect. Peer pressure dictated attention-getting, hostile and power seeking behavior. Being bussed from predominantly black elementary schools into a French Catholic, rural, conservative white community motivated defensiveness on the part of the outsiders, black students. To sit still while a white person lectured was an impossibility. To relate to content unrelated to their idiosyncrasies and sensitivities appeared to be equally impossible; therefore avoidance and escape behavior were often the most expedient alternative. The game became withdrawing or dropping out of school.

Group instruction further alienated Pembroke students. Already convinced of their worthlessness, they either reacted in an active destructive way by fighting, stealing, lying etc. or in a passive destructive way by being silently resentful of the school, teachers etc. The blame was <u>not</u> with teachers, students or administrators but with a system which lacked democratic, flexible environments where students could give expression to their feelings,

values, prejudices etc. Generally, disadvantagement fostered a resentment of autocratic classroom procedures common in classrooms of today particularly at the secondary level. Permissiveness was equally devastating. What was needed was a tutorial model which would structure the teaching-learning process flexibly and individually. Encouraging divergent feelings, ideas, and provincialisms was essential. Determining cooperatively the tutee behavior to be changed became the first task of the tutor. Success, encouragement and praise replaced punishment, control, humiliation and general discouragement.

II. Organization of CETA

The name developed for the tutorial project was CETA which stood for "Continuing Education by Tutorial Assistance". Everyone involved in the tutoring was so convinced of the possibilities that the state of Illinois was approached to fund a project for further study of tutoring. K.C.A.P., Kankakeeland Community Action Program, encouraged presenting the proposal for funding. To shorten a long story, CETA was funded through the Illinois Board of Junior Colleges and Illinois Board of Higher Education. Kankakee Community College served as sponsor of the project and Olivet Nazarene College cooperated in the endeavor. If for no other reason, CETA was assured of success from its cooperative, community-wide organizational structure. Again St. Anne High School, serving the Pembroke community from which the tutees came, served as the site for the tutoring. Counselors and the principal at St. Anne High School served with staff members from K.C.C., O.N.C. and K.C.A.P. as project advisers.

Tutees. Thirty-five tutees were identified by counselors, teachers and principal of St. Anne High School as students most discouraged with school and most likely to fail and as a consequence dropout of school. A coordinator

of CETA within the school, a St. Anne High School counselor, supervised selection of tutees. Although tutees were recommended by professional people, it was the decision of the student himself which finalized him as a tutee.

Evaluation of Tutees. To accomplish an experimental study to evaluate the project, thirty-five tutees became the experimental group. Each tutee was paired with a non tutee; as many variables as possible were controlled in this matching: age, sex, race, socio-economic background, grade in school, grade point average, teacher, and high school subject. Thus as the study progressed, any difference between experimental and control group was attributable to tutoring. It was hypothesized that there would be no difference on achievement. Achievement was measured in terms of regular classroom teacher grades as in terms of A-F, A being high and F being low. These estimates were given twice during a semester for tutees and non tutees, once before tutoring began and once at the conclusion of a semester of tutoring.

During the second semester of the project an attempt was made to measure affective behaviors or change in attitude within the classroom. Each teacher having a tutee in the project tabulated behaviors: attendance, tardiness, test and assignment completion, having materials in class, answering questions in class asked by the teacher, and volunteering responses. It was hypothesized that there would be no difference in the affective behaviors, that tutoring had no effect on affective behavior or attitude in class. The assumption behind this part of the study was that if tutoring had an effect on achievement, improved achievement might cause a change in attitude which in this study was measured by the behaviors listed above. Literature abounded with speculations that a student's success academically would be encouragement for him. An enhanced self concept and more adequate coping behavior were

thought to result in less destructive behavior both active and passive. Attitude scales were discouraged due to the low reading level of the tutees. It was also feared that the tutees might respond in the direction of what they felt tutors might desire. Pembroke students and black ghetto youth in general had been educated by much test-taking experience. They were somewhat turned-off by testing particularly the test administered to acquire data such as achievement, attitude, intelligence etc.

Behaviorists discouraged measuring effective behavior by pencil and paper techniques since they maintained that behavior a student indicates in writing was not necessarily what he did. For these and other reasons the director of this project chose to measure the behavior mentioned above as evidence of change in attitude or affective behavior.

Tutors. Olivet Nazarene College students volunteered as tutors from their General Methods of Secondary Education class. Thirty-five tutors taught subjects in the general areas of English, Math, Science, Social Studies, and foreign language. Tutors taught in their major or minor field. They were within two semesters of student teaching; they would be certified teachers within one year. Tutors were trained in the tutorial lesson plan (p.14) in the general methods classes through the medium of microteaching. Each area of the lesson plan was practiced in the microteaching clinic prior to tutoring. Tutors also practiced objective test construction and writing objectives behaviorally. Graphing behavior was also practiced during their training in the general methods class (p.17,18).

As part of a unit on motivation and increasing student participation, tutors practiced reinforcing student behavior. Planning for tutee success, praising and reinforcing same were integral parts of the tutorial model.

Graphing behavior reinforced tutee and tutor behavior. Graphic, concrete evidence of progress available immediately after a response was built into the tutorial lesson plan.

III. CETA's Lesson Plan

Each tutor recorded his tutorial session on cassette. At a weekly appointment the cassette and lesson plan were discussed and suggestions for improvement were made by the tutor and the project director.

Part I of the lesson plan was the behavioral objective. Tutors were to write what behavior they expected of tutees at the conclusion of the tutoring; this was discussed with the tutee. The objective guided the tutoring process and the evaluation at the conclusion of the lesson.

Part II of the lesson plan was motivation or set induction in which each tutor identified with the tutee's background and experience first with regard to his general classroom behavior or attitude, cosigning with the tutee a commitmen t for specific behavior change for the coming week. This commitment related to the behavior mentioned above with which the effect of tutoring an affective behavior or attitude was measured. After cosigning a commitment the tutor built transfer from the tutee's background and experience to the behavioral objective of the lesson.

Lesson plan Part III was Exercise I which measured base behavior or where the tutee was at the beginning of a tutorial session with respect to the behavioral objective. The exercise was from seven to ten short objective items of low vocabulary level. Exercises were timed, graphed and graded cooperatively. Some adjustments were made in the lesson plan as a result Exercise I results.

Emphasis was then given to varying instruction or stimulus variation. Tutors changed from one mode of instruction to another involving students whenever possible. Particular attention was given to questioning skills; lecturing was discouraged. Tutors were advised to change the stimulus at least four times during a given tutorial session. After a review, which was student-centered, Exercise II was administered, timed, graded and graphed cooperatively. This last graphing was to be the "high" of the tutorial session leaving a feeling of success and encouragement with the tutee and tutor. A brief reminder of the new commitment was then given before dismissal.

Facilitating the process. An assistant to the director of the project visited St. Anne High School two days prior to tutorial sessions acquiring assignment forms filled out by the regular teachers for the coming tutorial sessions. These were then delivered immediately to the appropriate tutor who then composed his lesson plan. Tutorial sessions were from forty to sixty minutes in length depending on the tutor's behavioral objective to be accomplished.

IV. Interim Report of CETA

This report was given at the conclusion of the first semester of CETA. Eight tutorial lesson plans had been taught from October 4 to December 13, 1972. As was discussed earlier in this report, St. Anne teachers of tutees and non tutees involved in the study gave estimates of grades using the A through F system where A was high and F was low. To these letter grades were assigned the traditional four through zero numerical values where four was assigned to an A and zero was assigned to an F. These estimates

Table I

CETA Achievement for

Tutees Based on Grade Points

Tutee	Estimate I	Estimate II	Difference
A	.00	.00	.00
B	.00	.00	.00
C	.00	.00	.00
D	1.00	1.00	.00
E	.00	1.00	1.00
F	.00	1.00	1.00
G	1.00	-1.00	.00
H	.00	1.00	1.00
I	.00	1.00	1.00
J	1.00	1.00	.00
K	.00	1.50	1.50
L	2.00	2.00	.00
M	1.00	2.00	1.00
N	1.00	2.00	1.00
O	1.00	2.50	1.50
P	1.00	3.00	2.00
Q	2.50	3.50	1.00

Mean of the difference	.70
Variance	.43
Standard deviation	.66
Sample size	17

Table II

CETA Achievement for

Non Tutees Based on Grade Points

Non Tutee	Estimate I	Estimate II	Difference
A	.00	.00	.00
B	2.00	.00	-2.00
C	1.00	.00	-1.00
D	1.00	.00	-1.00
E	1.00	1.00	.00
F	.00	1.00	1.00
G	1.00	1.00	.00
H	3.00	2.00	-1.00
I	1.00	2.00	1.00
J	3.00	2.00	-1.00
K	1.00	2.00	1.00
L	2.00	2.00	.00
M	1.00	2.00	1.00
N	3.00	3.00	.00
O	4.00	3.00	-1.00
P	4.00	3.00	-1.00
Q	3.00	3.00	.00

Mean of the difference	-.23
Variance	.81
Standard deviation	.90
Sample Size	17

were obtained at the beginning of tutoring, October 4, 1972, which became Estimate I, and at the conclusion of the first semester, December 13, 1972, which became Estimate II.

Letters A through Q were assigned to pairs of tutees and non tutees. Thus, A in Table I was the tutee paired with A in Table II who was the non tutee. In Tables I and II (p. 8, 9) Estimates I and II were presented as well as the difference. The mean for the difference based on the grade points for tutees was .70 whereas the mean for the difference for non tutees was -.23. The sample size for experimental and control group (tutees and non tutees) was seventeen, making a total of thirty-four subjects in the study.

To test the null hypothesis of no difference between experimental and control group, the t-test was applied to the difference. Degrees of freedom were thirty-two (N-2); the critical value for the t-test was

Table III

Statistics on the Difference for

Tutees and Non Tutees Based on Grade Points

	Number	Mean	Variance	Standard Deviation	T-Statistic
Tutees	17	.70	.43	.66	
Non Tutees	17	-.23	.81	.90	
Degrees of Freedom	34 - 2 = 32				T = 3.46

Significant at the .01 level

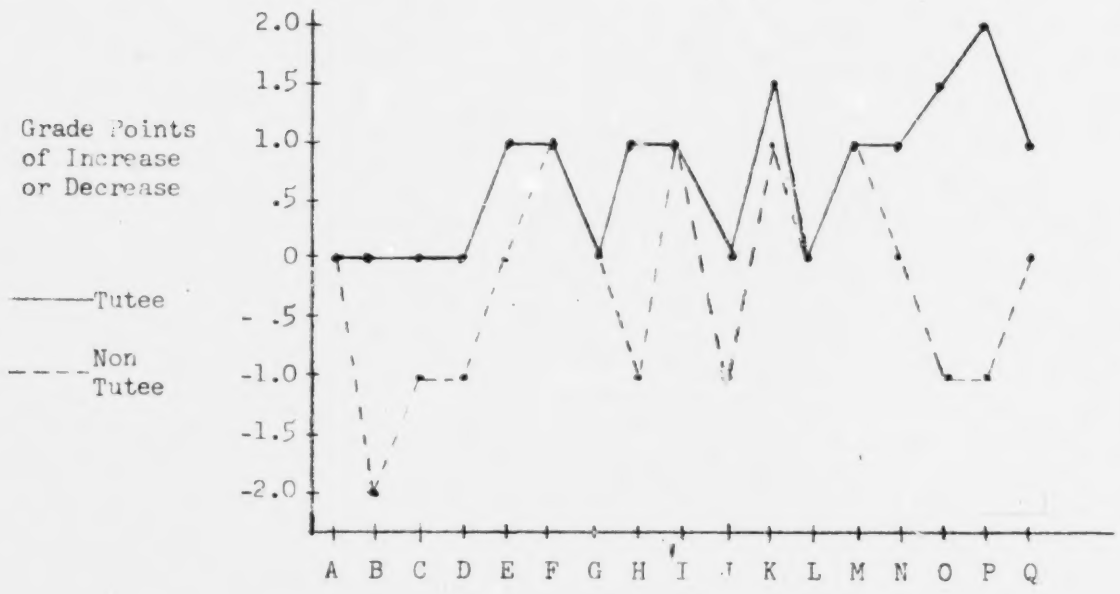
3.46 as presented in Table III (p.10). After calculating t, it was determined that tutees differed from non tutees at the .01 level of significance.

Below, Table IV presented line graph disclosure of the results of CETA's first semester. The solid line depicted tutee achievement behavior and the broken line designated non tutee achievement behavior. The graph was constructed on the basis of grade point difference for tutees and non tutees between Estimate I and Estimate II. Pairs were represented from A through Q. The result of tutees of the pairs was graphed by a solid line and non tutees by a broken line. The graph demonstrated the increase and/or decrease of tutee and non tutee achievement behavior. Positive results or increase in grade points between Estimate I and Estimate II were graphed above zero whereas negative results or decrease were graphed below zero.

Table IV

Line Graph of CETA Achievement for Tutees and Non Tutees

Based on Increases or Decreases in Grade Points



Conclusions. Although the following conclusion statements may be somewhat tentative since the report was interim in nature and since data from only seventeen of thirty tutees were available at the time of the writing, the author was relatively certain that the progress represented in this report would be repeated throughout CETA. It would appear that the director could conclude that black St. Anne High School students from Pembroke tutored according to the CETA model would do significantly better (at the .01 level) than non tutored students, all other variables being equal. Apparently achievement of tutored students would either remain the same or increase whereas conversely achievement of non tutees would either remain the same or decrease.

Statistics were not available relative to the attidude dimention of the study. Measuring attitude change was in process at this writing and would become part of the final report to be issued in June 1973.

Implications. Increased achievement results in more adequate coping behavior. Success feelings enhance self esteem and feelings of personal worth and dignity. The model of tutoring represented by CETA evidently facilitates learning as reflected by classroom teacher grades. It is assumed that increased achievement and its accompanying feelings of pride and dignity result in a St. Anne High School potential dropout remaining in school. Increased holding power of the school accomplished by CETA tutoring makes it possible for a student to achieve a higher level of education, graduating from high school, and hopefully matriculating at Kankakee Community College. Presumably if potential dropouts are not tutored, human potential is wasted and our welfare rolls increase; human beings feel increasing worthlessness, alienation, and separation from the mainstream of American

life. Our society is further fragmented into disenchanted subcultures striving against almost insurrmountable odds to complete a high school program in a traditional setting. Supposedly a tutorial model like CETA would assure success academically and attitudinally.

Perhaps we educators should begin to question the effectiveness of group instruction with today's youth who seek involvement and interaction. As we approach greater and greater equality, large impersonal group instruction is productive of greater conditions of anomie, alienation, and estrangement. In a media-saturated culture it would appear that an innovative tutorial model (CETA) would facilitate learning more adequately than group instruction.

Large group instruction appears to foster conformity and passivity; whereas tutoring facilitates constructive and active behavior consistent with democratic values.

Tutorial Lesson Plan

for

Tutor _____ School _____

Tutee _____ Teacher _____

Subject _____ Date _____

January-June

1973

I. Behavioral Objectives

II. Set induction

A. Commitment

B. Introduction to lesson

III. Exercise I (timed, graded and graphed)

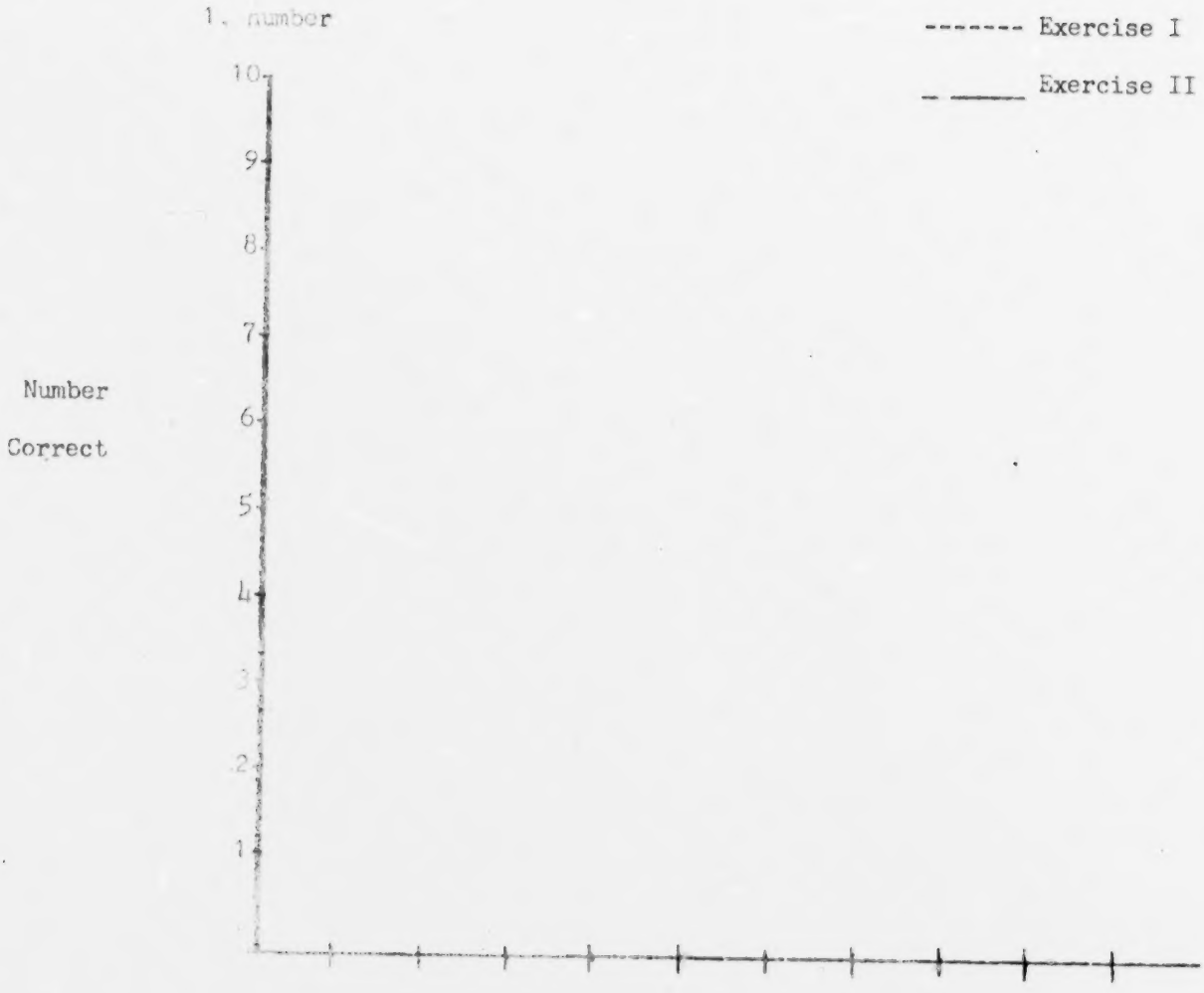
IV. Stimulus Variation

V. Closure

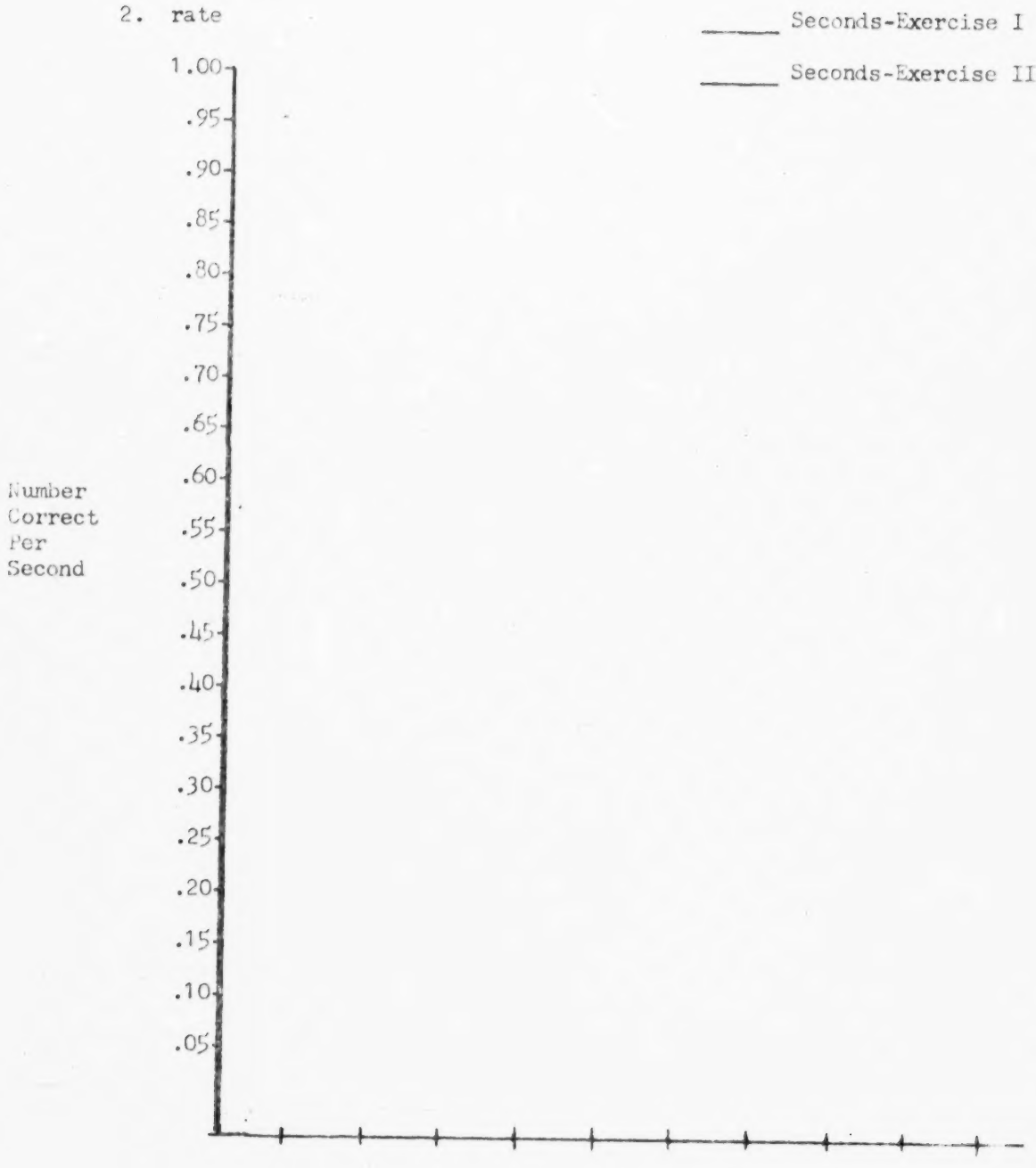
VI. Exercise II (timed, graded and graphed)

VII. Reinforcement (commitment, encouragement and praise)

VIII. Cumulative graph



2. rate


_____ Seconds-Exercise I
_____ Seconds-Exercise II
1.00
.95
.90
.85
.80
.75
.70
.65
.60
.55
.50
.45
.40
.35
.30
.25
.20
.15
.10
.05
Number Correct Per Second
Tutorial Sessions
(dates)